TITLENEWSLETTER

Volume 5, Edition 2, January 2007

Glossary of Articles

Consolidated Application Trainings

In order to facilitate the development and submission of the consolidated applications for the next school year (2007-08), the department is sponsoring two training opportunities. The first training will be conducted in February and will focus on the General Narrative and Needs Assessment sections of the application. April trainings will provide assistance with completing the application through the egrant.

February Training
The February training for the Consolidated Application will be provided at three sites.
Monday, Feb. 12th -- Sioux Falls Ramkota
Tuesday, Feb. 13th -- Pierre Ramkota
Thursday, Feb. 15th -- Rapid City Ramkota

The training session will run from 8:30 a.m. until 4:00 p.m. with lunch provided. The morning will be devoted to the processes required to complete the General Narrative and Needs Assessment sections of the application. Guidance will be provided regarding measurable goals and objectives and the alignment of strategies, indicators, and funding sources to support those goals. In the afternoon, appropriate use of funds will be addressed. This provides an opportunity to discuss these compliance issues with districts prior to budget and staffing decisions for the next year are made.

An on-line registration is available at:

http://www.doe.sd.gov/conferences/cosolidatedapp/index.asp. Each person attending the training should register separately. Each district is requested to send at least one district employee to the training session in order to glean this information for the district. Generally, the person responsible for the first two sections of the application is the authorized representative. The district may want to send this person, or someone else with decision-making authority to the February training.

Participants/districts must reserve their own rooms and pay their own expenses including any substitute pay.

April Training
Regional workshops will be provided during the month of April to assist districts with the rest of the application sections and the mechanics of entering the information into the egrant system. These sessions will be held in facilities that have wireless connections and districts will bring wireless laptops to the training for their own use. Any district that does not own a laptop with wireless capabilities is encouraged to contact the Title I office so arrangements can be made. The workshops will be designed to accommodate district teams including the authorized representative, business manager, and others involved in the consolidated application process. More information about these regional workshops will be forthcoming. ❈

South Dakota Association for the Education of Young Children
and
South Dakota Head Start Association

2007 State Conference

The annual state conference for SD Assn. for the Education of Young Children and SD Head Start Assn. (SDAEYC/SDHSA) will be held in **Aberdeen March 1-3, 2007 at Ramkota Convention Center**. This conference attracts approximately 400 early childhood educators, including child care, Head Start, and after-school providers, and early elementary teachers.

For registration and information go to: http://www.sdaeyc.org/htm/conferences.asp ❄

The Creative Curriculum® for Preschool: The System

Join Diane Trister Dodge, Author and President of Teaching Strategies, in a Webinar session to learn more about all of the elements of *The Creative Curriculum® for Preschool* system.

This hour-long Webinar session begins at 1 p.m. Eastern Time on Wednesday, January 17. In order to participate, you will need a PC with high-speed Internet access. The sound portion of the Webinar is delivered by phone, so you must be able to make a long distance call (not toll-free).

Please take a moment to learn more about our upcoming Webinars, Web-based learning sessions designed for the early childhood community.

Retention of Title Records

Each year we receive questions about how long a district should retain records pertaining to the Title I program.

According to EDGAR (US Department of Education General Administrative Regulations), records should be retained for a period of three years from the date the final project completion report was submitted or when any outstanding audit or monitoring findings are resolved, whichever is later.

These records include all financial and programmatic records, supporting documents, statistical records, and other records of grantees which are:
-Required to be maintained by the terms of the Title I statute, program regulations or the grant agreement, or
-Otherwise reasonably considered as pertinent to program regulations or the grant agreement.

If any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the three-year period, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular three-year period, whichever is later.❋

"What REALLY Makes an Assessment Formative?"

If you have new teachers on staff, or if current staff members are unfamiliar with the impact formative assessments--and especially assessment *for* learning--can have on student achievement and school success, then encourage them to register for this complimentary ETS Webinar, *What Really Makes an Assessment Formative?*, led by Rick Stiggins.

Participants will learn the following:
- What decisions can lead to more learning and how assessment can help
- Who is most likely to make those decisions
- What kinds of information are helpful

http://emailer.emailroi.com/go.shtml?20061213082029435855&m35347&http://www.assessmentinst.com/forms/Webinar_RS_JanApr-07.pdf ❄

Response To Intervention (RtI)

Response to Intervention, or RtI, is the practice of high quality instruction/intervention matched to student needs, using learning rate over time and level of performance to make important decisions. RtI is an integrated approach to service delivery that encompasses general and special education. Effective implementation of RtI requires leadership, collaboration, and implementation across the education system. RtI practices can be applied successfully to all students.

RtI uses a multi-tier model of educational resource delivery. Each tier represents an increasing intensity of services matched to the level of current student need. Student intervention outcomes drive decision making at each tier of the model.

The Department of Education is currently working with a group of stakeholders to develop a statewide RtI model and technical assistance guide. Title I is one of the partners in this project. Watch for more information on RtI and visit with your colleges. You may access this link on the Departments Education on line http://doe.sd.gov/educationonline/2007/January/index.asp for more details.

Announcing
2007 SD NCLB Conference

Plans are underway for the first South Dakota NCLB (No Child Left Behind) Conference in several years. Save the dates of April 18-19 for the conference at the Crossroads Hotel in Huron.

General Sessions and breakouts are planned on a variety of topics of importance to Title I teachers and directors. Also, there will be information on Title III – Limited English Proficiency, Title I Part D – Delinquent and Neglected, Title I Part C – Migrant, and education of children experiencing homelessness – McKinney-Vento Act. A more complete agenda will be published at a later date.

Plan to be in Huron early morning on April 18 for sessions all day and through the evening. The morning of April 19 will be filled with sessions and the conference will end with a late luncheon general session.

Participants/districts must reserve their own rooms and pay their own expenses including any substitute pay. Blocks of rooms have been secured at the hotels below. When calling in for reservations, be sure to mention the NCLB Conference. These rooms will be released on April 3, 2007, so make reservations before then.

Crossroads 352-3204	Best Western 352-2000	Comfort Inn 352-6655	Dakota Inn 352-1400	Super 8 352-0740
$65.00 single $65.00 double – 3-4 people	$45.00 single $66.00 double	$45.00 single $55.00 double	$45.00 single $65.00 double	$45.00 single $55.00 double
35 rooms for April 17 100 rooms for April 18	30 rooms for April 17-18	35 rooms for April 17-18	40 rooms for April 17-18	40 rooms for April 17-18

Registration information will be posted on the DOE website in the near future.

If there are any burning questions or topics that should be addressed at the conference, please submit them through the Title I listserv. (See Title I Listserv article on page 7 for information on how to join the Title I listserv.)

The What Works Clearinghouse Releases Two New Reports for Early Childhood Education and Dropout Prevention

The What Works Clearinghouse (WWC), an initiative of the U.S. Department of Education's Institute of Education Sciences, has released two new intervention reports, Phonological Awareness Training (Early Childhood Education) and Financial Incentives for Teen Parents to Stay in School (Dropout Prevention).

Early Childhood Education:

• Phonological Awareness Training

The Early Childhood Education review focuses on early childhood education interventions (curricula and practices) designed for use in center-based settings with 3- to 5-year-old children who are not yet in kindergarten or children who are in preschool, with a primary focus on cognitive and language competencies associated with school readiness (language, literacy, math, and cognition).

To access the Phonological Awareness Training intervention report and to view more information concerning the Early Childhood Education review, please visit http://www.whatworks.ed.gov/Topic.asp?tid=13&ReturnPage=default.asp. This is the fifth intervention report released for this topic area and is part of an ongoing series.

Dropout Prevention:

• Financial Incentives for Teen Parents to Stay in School

The Dropout Prevention review focuses on interventions in middle school, junior high school, or high school designed to increase high school completion, including techniques such as the use of incentives, counseling, or monitoring.

To access the Financial Incentives for Teen Parents to Stay in School intervention report and to view more information regarding the

Teach parents the art of asking questions about the school day

Every night, parents ask kids, "How was school today?" And every night, kids answer with grunts, monosyllables or a shrug of the shoulders.

Many parents find it hard to talk with their kids about school Michael Thompson, author of *The Pressured Child*, puts it this way. "Parents can ask 'how was your day?' but children often can't answer. It's asking kids to boil down every aspect of their day into one response."

Here's an article you might send home to parents: (Source: "PBS Parents Guide to Talking with Kids About School," www.pbs.org/parents/goingtoschool/talkchild.html)

Dear Parents:
It's happened again. You asked your child what went on in school today. In return, you got a shrug of the shoulders.

How can you find out what we're doing? Here are some suggestions:

* *Greet your child warmly, but don't start with, "How was your day?" Instead, say something like, "I am so glad to see you."*
* *Wait. Sometimes, kids need a little time to think about what happened before they can put their thoughts into words.*
* *Ask specific questions. "What was the best thing that happened today?" "How did the puppet show turn out?"*
* *Let your child talk about things that are upsetting. Everyone has a bad day once in awhile.*
* *Ask about specific people. "Did Mrs. Smith like your book report?"*
* *Check our homework calendar. If you see that we are learning about whole numbers, ask, "What is a whole number anyway?"*
* *Share something from your day.*

Sincerely,

Reprinted with permission of Parent Institute❊

South Dakota Reading Council Conference
March 8-10, 2007

The crew of the South Dakota Reading Council Conference would like to extend an invitation to Set Sail…Destination Literacy! The Conference Committee excitedly looks forward to greeting you when we set sail on March 8, 2007!

Go to http://www.sdrc.dsu.edu/ for more information about the South Dakota Reading Council Conference.❊

Dropout Prevention review, please view http://www.whatworks.ed.gov/Topic.asp?tid=06&ReturnPage=default.asp. This is the fourth intervention report released for this topic area and is part of an ongoing series.

Over the next few months, the WWC will continue to release new intervention reports for identified WWC topics including Beginning Reading, Character Education, Dropout Prevention, Early Childhood Education, English Language Learning, Elementary School Math, and Middle School Math. WWC users are encouraged to view the WWC website on a regular basis for the latest releases. ❊

South Dakota – Parent Information and Resource Center/ Parent Resource Network

SDPRN is a Parent Information and Resource Center funded through a discretionary grant from the US Department of Education, Office of Innovations and Improvements. Established in 1995, SDPRN provides information and training to effectively engage families in the educational success of children.

SDPRN has developed informational materials and training opportunities for parents and educators that are grounded in relevant research and best practices. These resources are designed to:

- Help parents understand the provisions and opportunities of the No Child Left Behind Act.

- Build the capacity of parents to support their children's development and academic achievement from birth through high school.

- Assist schools to create partnerships and capitalize on the involvement of parents in their efforts to improve academic achievements.

For more information go to http://www.sdprn.org/content/sdprn/default.htm ❊

Creating a Curriculum of the Home!

A curriculum is defined as a course of study designed by an educational institution. Families have the opportunity to create a curriculum in their homes that promotes their children's educational achievement and success. A "Curriculum of the Home" may include:

- Informed parent/child conversations about everyday events – talking together!

- Encouragement and discussion of leisure reading – reading together!

- Monitoring and joint analysis of television viewing – mutual entertainment!

- Deferral of immediate gratification to achieve long range goals – working together!

- Expressions of gratitude and affection – loving together!

- Interest in child's academic and personal experiences – living and learning together!

Families whose children are doing well in school exhibit the following six characteristics of their own "home curriculum".

1. Establishing a daily family routine.
   - Providing a time and place to study.
   - Assigning responsibility for household chores.
   - Being firm about "get up" and "go to bed" times.
   - Having dinner together.
2. Monitor out of school activities.
   - Setting limits on TV watching.
   - Checking up on children when parents are not home.
   - Arranging for after school activities and supervised care.
3. Model the value of learning, self-discipline, and hard work.
   - Communicate through questioning and conversations.
   - Demonstrate that achievement and good outcomes come from working hard.
   - Using reference materials and the library.
   - Families value education as a key to personal success.
4. Expresses high but realistic expectations for achievement.
   - Setting goals and standards appropriate for child's age and maturity.
   - Recognizing and encouraging special talents.
   - Informing friends and families about successes.
5. Encourage children's development and progress in school.
   - Maintaining a supportive and good home environment for learning.
     - Showing interest in child's progress at school.
     - Helping with homework.
     - Discussing the value of a good education and possible career options.
     - Staying in touch with teachers and school staff. (High school: monitoring daily activities, keeping close track of school progress reports, working closely concerning post high school pursuits.)
6. Encourage reading, writing and discussions among family members.
   - Reading to and listening to children read.
   - Talking about what is read.
   - Discussing the day at the dinner-table.
   - Telling stories.
   - Sharing problems.
   - Writing letters, notes, and lists.

Source: Michigan Dept. of Education, What Research Says about Parent Involvement in Children's Education in Relation to Academic Achievement. March, 2002.❊

US DOE Officials Retire

Two United States Department of Education officials are retiring.

Dr. Henry Johnson left his role as Assistant Secretary for Elementary and Secondary Education for ED at the end of December. Dr. Johnson has enjoyed working with states on implementing the various requirements of NCLB. His plans are to work in a consulting role with groups and individuals to encourage full and appropriate implementation of NCLB.

Jackie Jackson, who has led the Student Achievement and School Accountability Programs office at the U.S. Department of Education through one of the most ambitious eras in its history, has announced her retirement from the department, effective Feb. 2. Jackson has served as director of SASA since 2004, having served as acting director of the office for two years previously. She also served as deputy director of the office, which oversees $13 billion dollars in Federal programs designed to promote improved achievement in schools that serve low-income children.❀

Federal Monitoring

U.S. Department of Education officials will be visiting SD the week of June 11, 2007, to conduct a Title I monitoring review.

Areas they will be monitoring are Title I Part A: Basic Programs Operated by LEAs; Title I Part B, Subpart 3: Even Start Family Literacy Programs; Title I Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk; and Title X, Part C: McKinney-Vento Homeless Education. This includes standards, assessment and accountability; program improvement; parent involvement, and options as well as fiduciary requirement. More information will be shared after the visit.❀

Revised Reading/Language Arts Standards

The revised Reading/Language Arts Content Standards are currently online and open for public comment. They will be open for comment until 5:00 PM January 20, 2007 after which time the Reading/Language Arts Standards Revision Committee will reconvene and address the comments.

Please note that these standards are in draft form only. The format and content of the standards are subject to change due to public comment. Please look for a finalized version this Spring, pending State Board of Education approval.

The URL for the content standards WebPages for review and public comment are as follows:

- http://www.doe.sd.gov/content standards/comments/Reading/

- http://www.doe.sd.gov/content standards/comments/Writing_L VS/

Please forward this on to those you think would want to view the standards and provide comments. Thank you.❀

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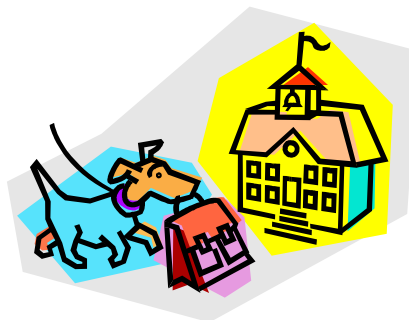
Schools That Make A Difference: Distinguished Title I Schools Honored

The National Association of State Title I Directors (NASTID) announced on November 16, 2005, their 52 selected Title I Distinguished Schools (representing 28 states). These academically outstanding schools have risen above obstacles of poverty with the help of the Title I program. They were selected for outstanding results in one of two categories:

1- Exceptional student performance for two or more consecutive years or,
2- Closing the achievement gap between student groups.

These schools were honored at the annual distinguished schools award ceremony at the NASTID annual conference in Dallas, Texas in January 2006.

Last year, **White Lake Elementary** was honored in Category 1- Exceptional Student Performance for Two or More Consecutive Years.

Several teachers from White Lake Elementary along with their administrator attended the National Title I Conference in Dallas, TX.

This year's SD Distinguished Title I School will be recognized at the National Title I Conference to be held in Long Beach, CA on January 27-30. Be watching for a press release closer to the conference date for more information. Several SD DOE staff will be attending the conference.

The theme for this year's conference is 'Avenues of Excellence'. Information about the conference can be found at http://www.aplusevents.com/t07/

Title I Listserv

A Title I Listserv has been created as a vehicle in which to get Title I information to the right people. It will also serve as a way for Title I educators to communicate with each other and share ideas. There have been several correspondences through this listserv. The Title I Update is also distributed through the Listserv.

This listserv is currently available at the following website. It is called **Title I Listserv.**

www.k12.sd.us/listserv

- Locate the Title I Listserv from the list,
- Click on it,
- Register at the bottom of the page

A welcoming email will be sent.

Assessment Report

Assessment reports for the state, districts, and each school are now available on the department's website at:
https://sis.ddncampus.net:8081/nclbAllAssessed/indexAllAssessment.html

This report includes assessment information for all students who took the Dakota STEP and DSTEP-A tests last year. The site functions similarly to the accountability report card. Districts are listed on the left hand side and schools will appear when the district is checked.

Additional information about state results can be found at:
http://doe.sd.gov/nclb/allassessed.asp

All public districts are required to report information to all district stakeholders regarding student achievement. The assessment report website will now make that information available in the fall to assist districts with this task. Accountability information reported on the NCLB Report Card website at: https://sis.ddncampus.net:8081/nclb/index.html must also be reported to teachers, parents, and community members.

Training for District Liaisons for Homeless Children and Youth

The National Center for Homeless Education (NCHE) provides many downloadable resources on its website found at http://www.serve.org/nche/training.php

Included at this site is a Local Liaisons Toolkit. You may wish to download the kit and then use it as a reference guide. There are numerous Issue Briefs that may be used for reference or used in giving presentations on topics pertaining to homelessness and children experiencing homelessness.

Also, NCHE provides the following online training presentations links found at the same site listed above (copied from the website).

McKinney-Vento Online Training Presentations

These presentations, complete with audio and video, give brief introductions to key issues covered in the McKinney-Vento Homeless Assistance Act. Most presentations offer a downloadable summary of main points and certificate of completion, upon completing a brief quiz on the material presented. The quiz and certificate of completion are optional.

Topic	Title	Length
Information for Parents	Help When You Need It: Information for Parents on How Schools Can Help During Homelessness	11:04
Homeless Education (general awareness)	Homeless with Homework: An Introduction to Homeless Education	13:21
Title I	Homeless Education and Title I: Collaboration and Compliance	11:01
Enrollment	Providing Equal Access: Enrolling Children and Youth Experiencing Homelessness	18:30

McREL's Online Learning Communities: Innovative Online Instruction that Works
By: Howard Pitler, EdD

Research tells us that professional development is most effective when it aims to create *professional learning communities* — places where teachers have ongoing opportunities to learn from research about how best to improve student achievement, and to work together to apply their new knowledge in their classrooms.

This August, teachers and administrators from school districts, buildings, and states throughout the country will create some of these professional learning communities, but they won't gather at a conference table or in a workshop — instead, these educators will meet in cyberspace. *McREL's Online Learning Communities (OLC), launched in fall 2005,* offers schools and districts a unique and cost-effective way to create professional learning communities focused on improving student achievement.

Based on data and feedback gathered from McREL's Rural Technology Initiative (RTI), a research and development project that examined the unique challenges facing rural schools, the OLC involves *all* teachers in a school in a long-term shared professional development program. This can be particularly helpful in rural settings, where geographic isolation, limited collegial networks, and lack of proximity to higher education institutions combine to limit professional development opportunities. But this program isn't just for rural schools — *any* learning community, be it urban, suburban, or rural, can benefit from McREL's online, synchronous and asynchronous delivery model, which fosters professional community, professional development, and effective teaching.

Traditionally, only larger schools or districts had the financial resources to bring in a nationally recognized staff developer – and then only for a one time "show and go" session. By bringing five to eight schools together in an Online Learning Community, small schools pool resources together. Also, the OLC is not a "show and go" professional development event, but rather a relationship between the partner schools and McREL. This isn't a case of a trainer coming into the district, stirring up the pot, and then leaving town on the next plane. The OLC is recurrent and ongoing. Like a well designed curriculum model, the OLC spirals learning throughout the year, giving teachers the opportunity to gain a deeper knowledge and understanding of the content.

The content in these sessions is based on *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement* (Marzano, Pickering, & Pollock, 2001), *Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement,* (Waters, Marzano, & McNulty, 2003), and *Using Technology with "Classroom Instruction that Works,*" (Brabec, Fisher, & Pitler, 2002). *Classroom Instruction that Works* (Marzano, Pickering, & Pollock, 2001) identifies nine categories of teaching strategies that a meta-analysis of educational research indicated have a high probability of enhancing student achievement for all students in all subject areas at all grade levels.

According to Eric Steele, the principal of Canton-Galva High School in Canton, Kansas, a research field test site "Online Learning Communities brought our staff to deeper levels of self-reflection. Now, when discussing strategies, we collaborate more and we're willing to take more risks — both in our use of technology and in modifying current best practices. We're seeing results in the quality of our student work."

Among the OLC's many professional collaboration tools is an open-source-based web portal. The portal supports teachers' ongoing learning and application of new knowledge by providing threaded discussions, live chat rooms, and handouts and presentation slides from online sessions facilitated twice monthly by McREL staff. These sessions, which use Marratech Pro™ video and voice conferencing software to provide virtual face-to-face contact with each participating school, translate research into practical guidance for teachers. During the online sessions, McREL staff share research-based practices, show teachers how to apply them in the classroom, answer questions, and instruct teachers in using technology to further enhance their practice. Each online session ends with an assignment that guides teachers in applying the new knowledge in their classrooms. Between the online sessions teachers use the threaded discussion boards to comment on, ask clarifying questions about, or provide classroom insights into the strategies that had just been introduced. Our field test evaluation data indicate that no only did teachers learn and apply the content presented during the year, but that a professional community was created between schools and among teachers in those schools.

Brian Dzwonek, an administrator at McCook Central Schools in Salem, South Dakota — a field test site — notes that the Online Learning Communities is a powerful tool for educators. "McREL's program has been very useful. It creates a synergy between research and practice and leads us to what we need to be doing in the classroom."

Classroom teachers are not the only group targeted for professional development in Online Learning Communities. Recognizing the crucial role the building principal play in any change initiative, administrators meet online once a month to discuss their role in supporting change. Administrators engaged in two book studies and learned about McREL's "Balanced Leadership" research over the course of the school year. Administrator feedback to these monthly virtual administrative meetings was positive. One administrator remarked that the online learning community had, "begun to clarify my role in setting the stage for technology integration." Administrators also indicated that the Online Learning Communities had helped to develop a sense of community and shared purpose with other administrators.

Online delivery of professional development — and the online creation of professional learning communities — can offer powerful benefits to schools in terms of cost-effectiveness, degree of teacher participation, and extent of material provided. Consortia of schools or districts should consider these benefits as they contemplate using this model to move their staffs to higher levels of technology integration and provide teachers and staff with a sense of belonging to a larger collegial network. As Don Seifried, a K-12 principal and RTI participant in Sargent, Nebraska, said, "I hear my teachers talking in the teacher's lounge about what they've learned through the Online Learning Communities. They talk about what they're doing, what's working and what's not. They may never have been exposed to so many different approaches to teaching and so many ways to present materials, had it not been for this opportunity."

For more information about McREL's Online Learning Communities contact Lisa Maxfield, 303.632.5561 or visit http://www.mcrel.org/olc.

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Visit us on the web!
www.doe.gov/oess/title.1Abasic